

Chapter 11

Job Security and Job Effectiveness of Business Education Graduates

Fortune Eleyi

Department of Business Education

Faculty of Education Ignatius Ajuru University of Education,
Rumuolumeni Port Harcourt, Rivers State, Nigeria

Introduction

Business Education programme as defined by Nwosu and Ojo (2014) is a programme of instruction that prepares the recipients with the necessary manpower skills and competencies that can enable the graduates meet the needs of societal development. The objectives of Business Education as stated by Koko (2010) are to equip the individual with relevant skills required in their occupation through training for success in teaching relevant vocation in higher institutions in Nigeria and also develop the individual for self employment in relevant industries. For these objectives of Business Education Programme and other inherently benefits of education to be realized, there is need to ensure sustainable standards in the education system.

Education is nowhere without teachers playing a pivotal role in ensuring achievement in an educational institution (Nurharani et al., 2013). The University is a place where human minds are trained and knowledge developments are facilitated. It is a community of scholars and researchers, who are keen on improving the quality of existing knowledge or recreating as well as reinterpreting existing social, cultural, economic, scientific or technological findings. The university, like any other organization relies on its employees who work to stir up the activities/affairs of the organization in order to achieve its objectives and improve organizational performance. These employees are regarded as most important and tangible assets in the organization (Onyeizugbe & Orogbu, 2015). It is a popular knowledge that no university will grow beyond the quality of human resources that constitute the teaching and nonteaching staff. This is because productivity lies within the employees' ability and commitment as well as initiatives to improve the sustainability of the organization, which are often ratified by management (Markos & Sandhya, 2010). Job effectiveness is the measurement of actual output or result against set goals. The line managers and leaders play vital roles by accommodating employees concerns so as to maintain organization performance (Kazimoto, 2016). According to Sutarto and Muhsin (2016), job effectiveness is a state in which human physical and spiritual actions are conducted in achieving results or consequences as they wish. According to Siagian (2018), finalizing the appointed timely work is the effectiveness of the work. The performance of universities in Nigeria is regulated by National Universities Commission (NUC), and this agency is saddled with the responsibilities of ensuring quality assurance of academic programs and providing framework for ranking the performance of universities against set criteria. According to the framework for measuring the lecturers' performance, a lecturer's job effectiveness is measured based on his/her research output, supervision, quality of teaching, evaluation, community services among others.

Educators have been identified as a significant resource in achieving the fundamental objective of quality education. The future of any nation largely depends on educators because of their indispensable role in a nation's development. Educators' job effectiveness refers to their behavior and approach to achieving educational goals. Educators are considered to have performed their jobs well when they achieve the objectives of any teaching-learning process. Many researchers have also given different definitions of Job effectiveness.

Education and Human Development: Interdisciplinary Perspective

For instance, Hale (2018) simply defined job effectiveness as Doing meaningful work in effective and efficient ways, while Wesly (2015) sees job effectiveness as worker's outcomes in achieving the organizational objectives in which they work. Also, Nurharani et al. (2013) viewed teachers' job effectiveness as how a teacher behaves in the teaching process, and it is known to be related to teachers' efficiency. Teachers' job effectiveness determines their qualities in enhancing and developing National Education growth. (Onwuachu, 2007) viewed job effectiveness as the dedicated conducts of lecturers in carrying out the official duties diligently. A highly effective business educator may be a researcher, a receiver, a creator and a distributor of knowledge (Modebelu & Kalu-Uche, 2013). Such a lecturer is a supervisor, a counselor, a facilitator, a guide, a technocrat, a motivator, a leader, a model as well as a manager. He/she ought to be pragmatic in sourcing lecture materials, updating ideas and issues, employing mutual learning techniques, encouraging participation in team work and contributing to knowledge creation.

The researcher's experience and observation shows that many business education graduates in Rivers State face low commitment in their organizations because of dehumanized work environment. Perhaps, the average business educators in tertiary institutions in Rivers State may not be sure of the security of his/her job if for any reason there is any health or economic challenge.

Supporting the above observation, Abiauzu (2020) posits that more than 60% of the Nigerian worker prefers security to other incentives in the work place, this figure highlights the low level of security of work in country that has Africa's biggest economy. The research further established that a large population of employees does their job in boredom and helplessness. It is therefore, not surprising that the work place continues to witness increase in labour turn over and alienation.

Therefore in the study, the researcher investigate workplace humanization and job effectiveness of business education graduates in tertiary institution in Rivers State using job security, equity in remuneration, prioritize work life balance, employees recognition and organizational justice as variables in which job effectiveness of business education graduates can be fully realized.

Job Security and Job Effectiveness of Business Education Graduates

Job security is the assurance in employee's job continuity due to the general economic conditions in the country, thus concept of job security began to gain more popularity in the recent past as a result of economic pressures on organizations. Researchers emphasized that job security has become indispensable in employee and organization preference list, particularly due to economic reasons. It is therefore, one of the most crucial and important factors among the employee preference list as well as the organization (Banjoko, 2020).

Onyeoma (2018) contended that about 75% of employees prefer to keep their jobs compared to other factors in their preference list, hence, job security has dramatically reduced due to the global economic downturn and financial crisis. In a recent survey, employees ranked job security as the greatest contributing factor to job effectiveness. When employees, do not feel secure in their job, it leads to increased stress and negative emotions, this impact their job performance negatively. Employees in organizations with high level of organizational justice are associated with high level of performance and effectiveness. Organizational justice has to do with the policies and procedures put in place to make employees feel as though they are treated fairly. Organizations demand greater dedication, energy and engagement from employees these demand can only be met when there is guaranteed security (Otiike, 2010). Effort to increase perceptions of fairness may facilitate greater work engagement and effectiveness. However, Gudi and Omeda (2022) advocated that job security advocated that involves a feeling of freedom from fear and anxiety regarding present and future employment and protection from harm in the work environment. The Quality of work life practitioners, who adopted this perspective seriously advocate for the security of the worker's health and safety at work, through improved physical conditions of the workplace. They argued that pursuing policies and adopting programmes that guarantee workers security of health, safety, income, both present and future employment enables the worker to develop his abilities, skill, and ideas in the workplace, hence, connotes a guarantee of performance to the work.

Appleby (2018) asserts that job security for the workers implies the worker's need to be free from fear and anxiety concerning his/her health and safety, income and future employment. One cannot

Education and Human Development: Interdisciplinary Perspective

regard work as humanized when physical conditions are dangerous or the air is polluted and when insecurity and economic want provoke fear and danger. Therefore, employees in fear of losing his/her income lacks the security necessary to develop his/her present skills and ideas. He also needs to be secure about his/her long range future. Besides social security, his/her needs protection of his retirement benefits, that is immediate vesting and/or portability so these benefits are not lost if he/she wants to change his/her job.

Omeke, Okoye and Nwala (2019) established the impact of job security on employees commitment and job satisfaction. The authors posit that there exists a significant difference between hired/contractual employees job satisfaction and buttressed that to improve business education graduate job effective performance there should be security in the employees job. Omeke et al. (2019) averred that Job security is rooted in the position employees occupy in an organization, it is the assurance in employee's job continuity, hence, employees are convinced of their continuity in an organization, they become more committed, loyal to the organization and are easily motivated to put in their best. Organizations demand greater dedication, energy and engagement from employees, these demands can only be met when there is guaranteed security, hence, job security in a workplace is an important working tools.

Vinazor, Chukwu and Martins (2021) in their study of effects of job security on performance found that job security can encourage innovativeness in an organization and their study also recommended that an employee should be properly protected until his/her retirement.

In addition, Otiye (2010) advocates that for a worker to develop his/her present skills and potentials, their employment need to be secured, this is because people with secured and perceived security about their job, experience fewer distressing emotions and are better able to organize the complex cognitive skills to cope with demanding environment. Furtherance of the above, self-secured individuals hold stronger beliefs in their ability to successfully perform task in all situations, set more challenging goals for themselves, invest, more persist longer and are better in dealing with failing experiences than persons with low security (Spencer, 2022). Highly secured individuals are expected to make better use of and generate resources in their work environment to deal with demanding tasks in all given situations because they have positive mood, and improve concentration on a task, thereby reducing errors and fatigue. Job security help employee to be more productive in their roles and less secure jobs can cause employees to feel more distracted or anxious, this job security might enable greater focus and determination. Also, feeling secured in an organization can provide motivation as they would want to good in their roles or career with the organization. It is worthy of note that job security is rooted in employees' perception of the future and present employment in an organization. It can be seen to encourage employees to become more committed, versatile and resourceful thereby improving service quality delivery.

However, according to Otiye (2010), most organization/institutions that have in place a good quality of work-life where employees are secured view employees as a resource whose primary function is not to provide goods and services but rather are seen as critical to their aptitude for providing quality service delivery and their ability to grow and evolve continuously. Moreso, there is the need for these organizations to evolve action plans that enables them transfer knowledge from experience or highly qualified employees and managers to all other employees within the organization. Job security can be seen to encourage employees to evolve better service quality delivery thereby providing customers with experience that meets up and exceed their expectation which increases loyalty and satisfaction.

Concept of Business Education

The term business education has been viewed differently by scholars. A generally acceptable definition has been difficult to arrive at because research and theoretical formulations have continued to grapple with the problem, providing as many definitions as there are experts. Some schools of thought believe that business education is a programme of study to produce teachers for secondary and post-secondary schools. Hence they view business education as education for business teachers – a specialized and professional arm of the technical and science education

Education and Human Development: Interdisciplinary Perspective

focused at preparing and equipping those to impact business skills and competences to students and other business trainees.

Another school of thought views the concept of business education as education for business. Supporting this view, Ubulom and Ukwuije (2018) assert that business education is an aspect of educational programme which prepares students for careers in business. It is education needed to teach people business, education needed to handle personal affairs and education needed about business in order to be good citizens of society. Even Osuala (2009) supports this view when he opined that business education is a programme of instruction which consists of two major parts: whereas one part consist of office and vocational education for office career through refresher and upgrading education; the other part consists of a programme to provide students with information and competencies which are needed by all in managing personal business affairs or using the services of the business world. Otamiri (2008) viewed business education as a fusion of pedagogical and entrepreneurial preparation. He maintained that business education therefore involves the study of technologies and related sciences and the acquisition of practical skills (including teachings skills), attitudes, understanding and knowledge related to occupation in various sectors of the economy and social life.

Business education means many things to many people. Agwumezie (2014) sees business education as a programme in education that prepares students for entry into and advancement of jobs within the business. Aliyu (2015) have it as a programme one needs to be proud of if properly designed, adequately prepared and religiously harmonized. Aliyu further affirms that business education is an educational programme which involves acquisition of skills, knowledge and competences which makes the recipient/beneficiary proficient. It is an umbrella under which all business programmes take a shield, such as marketing, business administration, secretarial studies and accounting.

To Igboke (2017), business education is a dynamic field of study geared towards preparing youths and adults for and about business. It is a preparation for a career in business when instruction is designed to prepare youths and adults for actual practice in the world of business. On the other hand, education about business involves preparation of youths and adults for intelligent and effective consumption of economic goods and services offered to society in our free enterprise economy. However, business education will produce responsible, productive, and self-reliant citizens. This highlights the importance of business education in inculcating in the recipient's knowledge, values, attitudes and skills needed in the business world.

The objectives of business education cannot be overemphasized, hence, business education generally is borne out of the needs of industry, commerce and society. In addition, it is career oriented that aims at preparing people for gainful employment.

Ojo (2012) asserted that, the recent calls for the inclusion of entrepreneurship education in tertiary sub-sector of educational system in Nigeria cannot be overemphasized as Nigeria continues to churn out graduates that are hardly self-reliant but solely dependent on white collar jobs for sustenance. There is therefore the need to engage the youth who constitutes over 60 percent of the population to avoid unhealthy alternatives for this group of people. She explained further that, the novelty of the entrepreneur study in our tertiary institute will not only supply the nation with entrepreneurship workshop for both private and public business, but also in disseminating innovations through the students' research activities. Our tertiary institutions must therefore move from their traditional enclaves of domesticating their products, to possible commercialization of some of their untapped research activities and findings which will automatically bring benefit to the general public while at the same time generating revenue for the institutions.

Goals of Business Education

Business education has been carefully designed to meet basic skills, knowledge and capabilities to function as either a business teacher or business executive. Ubulom and Ukwuije (2018) speaking about the objectives of business education, outlined the goals of business education to include:

- a) To make available to all students the opportunities to explore and learn about the world of business and the possible interests and potential careers it has to offer.

Education and Human Development: Interdisciplinary Perspective

- b) To help develop in all students, the ability to choose wisely the goods and services that business has to offer.
- c) To assist in developing an intelligent understanding on the part of all students of the various occupation to be found in the world of business.
- d) To develop in practical ways an understanding and an appreciation of the actual function of our economic system.
- e) To enable students acquire business knowledge and skills that may be needed for personal use.
- f) To prepare students to enter and follow business as a career.

Furthermore, Igboke (2017) also listed the goals of business education to include:

- a) To apply the various business concepts acquired in class to real life situations
- b) To acquire skills and the competencies required for the performance of basic business jobs i.e. take simple administrative decisions and deal with correspondences.
- c) To keep simple records of financial and other transactions in the office and operate and carter for office machines and equipment.
- d) To identify and discriminate among alternatives available to them in the market given limited resources.

Agwumezie (2014) summarized the actual and operative goals of business education as enunciated in the departmental handbooks of various departments of business education to include:

- a) To produce efficient and effective management, secretarial, accounting and marketing managers.
- b) To produce lecturers who will handle business and related courses in our universities and colleges.
- c) To propagate the development of the business thought and philosophy in business and management.
- d) To prepare people for self-employment in situations where there is no available paid employment.
- e) To expose the students via the available courses to the limitless horizon of the business world and prepare them for roles as qualified administrators and managers in business organization.

Summary

Job security of employees is considered as the process of giving while organization a human face in order to make work satisfying for an adult. It is the idea of re-evaluating work schedules, practices and culture to make them more beneficial to the workforce. Hence, workplace humanization focuses on the significance of work for individuals and how it influences there social and economic wellbeing. Consequently, humanizing the workplace is expedient because it affects a large part of the future of humanity. Theories related to this study were also reviewed and a cursory look at the empirical studies showed that Job security of employees contributes to the requir3d for individual tasks and responsibilities in the workplace.

References

- Appleby, T. (2018). *Strategy and structure: Chapters in the history of the America: Industrial enterprise*. The MLT Press.
- Ahiauзу, D. & Asawo, E. (2019). *Organizational behaviour: A managerial perspective*. Merb Publishers.

Education and Human Development: Interdisciplinary Perspective

- Banjoko, P. I. (2022). The role of knowledge management in improving small, micro and medium enterprises productivity. A case of Nkonkobe Municipality, South Africa. *Journal of Social Sciences*, 47(3), 229-238.
- Modebelu, T. & Kalu-uche, E. (2013). Social support as coping assistance. *Journal of Consulting and Clinical Psychology*, 54, 416-423.
- Nurharani, S., Nur, Z. & Nur, S. (2013). The impact of organizational climate on teacher's job performance. *Educational Research Journal*, 2(1), 1-13.
- Nwosu, G.O. & Ojo, K.A. (2014). *Human resources management*. University of Ibadan Press.
- Omeke, J. Okoye, S. & Nwala. W. (2019). Humanisation of work. *Journal of Business Studies University of Zimbabwe*, 43(2), 343-346.
- Onwuachu, Y. J. (2007). *Making your workforce effective: A contemporary perspective*. Mayfield Publishing Company.
- Onyeoma, D. (2018). Dominant, emergent, and residual culture: the dynamics of organizational change. *Journal of Organizational Change management*, 4(12), 20-31.
- Onyeizugbe, H. & Orogbu, G. S. (2015). *Educational management: A functional approach*. Mercy Publications.
- Otamiri, S. A. (1998). Stress correlations to the administrative effectiveness of secondary school principals in Rivers State. *Published Doctoral Dissertation*, University of Port Harcourt.
- Otike, J. (2010). The proposed freedom of information act and its effect on access to information in the public domain in Kenya 6th *Annual International Conference* 7-10, Eldoret: MOI University.
- Vinazor, C, Chukwu,V. & Martins, B. (2012). A victim of their own success. Employment and working conditions of academic staff in comparative perspective. *Higher Education*, 34(3), 347-721.